DOCUMENT RESUME

ED 420 590 SO 028 818

TITLE	Our Nation: Guide for Consultants and Teachers [and] Student Materials.
INSTITUTION	Junior Achievemnt, Inc., Colorado Springs, CO.
PUB DATE	1994-00-00
NOTE	69p.; For other "Junior Achievement" guides, see SO 028 815-823. Numerous corporate sponsors are listed as "Founding Contributors."
AVAILABLE FROM	Junior Achievement, Inc., One Education Way, Colorado Springs, CO 80906.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Active Learning; Community; *Decision Making; *Economics; *Economics Education; Elementary Education; Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS	Junior Achievement

ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about people, businesses, and services in a typical community. A program guide and suggestions on how to conduct each lesson are included. The lessons include: (1) "Organization"; (2) "Management"; (3) "Production"; (4) "Marketing"; and (5) "Sales Presentations." The student materials are accompanied by: a letter for parents; a card identifying individual businesses; five cards identifying key business concepts--marketing, price, profit, advertising, and the consumer; a "Business Journal"; a "Certificate of Achievement"; and a glossary. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

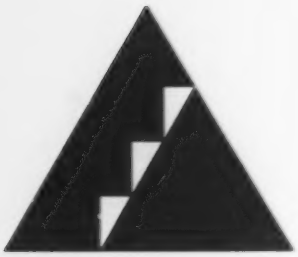
ED 420 590

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

RICHARD VAN SCOTTER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A



Junior Achievement®

Guide for Consultants and Teachers

OUR NATION™

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 028818

ACKNOWLEDGMENTS

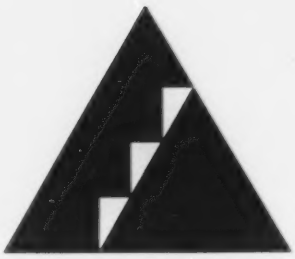
For the support of the national development and implementation of the Elementary School Program, we gratefully acknowledge the financial or in-kind gifts from the following Founding Contributors*:

- ARCO
- BellSouth
- DeWitt Wallace-Reader's Digest Fund
- El Pomar Foundation
- IBM Corporation
- JCPenney Company, Inc.
- 3M Foundation
- The May Department Stores Company
  - Lord & Taylor
  - Hecht's
  - Foley's
  - Robinsons-May
  - Kaufmann's
  - Filene's
  - Famous-Barr
  - L.S.Ayres
  - Meier & Frank
- Office Depot
- PEW Charitable Trusts
- UPS Foundation
- USAA

Note: List as of May 1996

*Founding Contributors gave $300,000 or more.

In communities across the United States, thousands of businesses, foundations, individuals, and volunteers invest in the Elementary School Program. Through their grants, personal gifts, and in-kind contributions, they help bring this important program to classrooms reaching millions of schoolchildren each year.



Junior Achievement®

Guide for Consultants and Teachers

OUR NATION™

Copyright - 1994
Junior Achievement Inc.
Colorado Springs, Colorado

The text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storing in an information retrieval system, or otherwise except in the course of conducting a registered Junior Achievement class or with the permission of the publisher.

Printed in the United States of America
96 95 10 9 8 7 6 5 4 3 2

TABLE OF CONTENTS

FOREWORD 1

ELEMENTARY SCHOOL PROGRAM OVERVIEW AND THEMES 2

***OUR NATION* GOALS** 2

USING THE PROGRAM GUIDE

Activity Format 3
Interdisciplinary Activities 3

PREPARING FOR CLASS

General Guidelines 3
Class Observation Session 3
Class Observation Checklist 4

PRESENTING THE ACTIVITIES

Consultant/Teacher Cooperation 4
Dialogue and Discussion 5
Group Activities 5

RECOGNITION 5

A NOTE TO CONSULTANTS AND TEACHERS 6

Answers to the Pre- and Post-Program Questionnaires 6

PRE-PROGRAM QUESTIONNAIRE 7

ACTIVITY PLANS

1. Organization 8
2. Management 13
3. Production 18
4. Marketing 25
5. Sales Presentations 32

POST-PROGRAM QUESTIONNAIRE 36

INTERDISCIPLINARY ACTIVITIES 37

Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives–today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

- **The Middle Grades Program** is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics*, *Enterprise in Action*, and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

- **Economics** is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

- **The Company Program**, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

- **The Company Masters Program** provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

ELEMENTARY SCHOOL PROGRAM OVERVIEW AND THEMES

Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. Students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system. An explanation of this illustration follows.

Three important roles we assume in order to become contributing members of society are that of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

OUR NATION GOALS

Our Nation is designed to provide practical information about people, businesses, and services in a typical community.

The goals of *Our Nation* are to

- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- increase the students' awareness of business in the American free enterprise system.
- show the students the steps involved in starting a business.
- introduce the students to a variety of career opportunities.
- help the students understand the complexities of producing, marketing, and selling a product.
- make the students aware of the importance of education for future career development.

USING THE PROGRAM GUIDE

Activity Format

To assist in the successful presentation of the materials, each activity has been developed in the following format:

Overview - A brief description of the activity is provided.

Objectives - Objectives for the activity describe the principal skills and concepts to address.

Preparation - Consultants can use these tips to identify topics or issues to address and materials to gather before presenting the activity.

Time - Each activity has a recommended time. Adjust these guidelines to suit your class.

Materials - Each activity lists those materials provided and additional materials you may need for a successful visit.

Presentation - This suggested outline to follow includes ideas for introducing and coordinating the activity (role-playing exercises, small-group discussions, problem-solving exercises, demonstrations, etc.).

Summary and Review - Suggestions here will help you close the activity.

Setting Personal Goals - In this section students are encouraged to relate the activity to education goals and career opportunities.

Checking for Understanding - These suggestions will help you assess how much knowledge the students have retained.

Follow-up Activity - Designed for immediate follow-up, this activity takes just a few minutes.

Interdisciplinary Activities

To extend student learning, see the list of activity ideas at the back of the Program Guide.

PREPARING FOR CLASS

General Guidelines

▲ Review all the materials in the Program Guide carefully. Thorough preparation is the key to a successful presentation.

▲ Check your "Materials" section to be sure that your kit is complete. **Give the second Program Guide to the teacher**, and make certain the teacher is aware of any supplies the students will need. Call your local Junior Achievement office if your kit is incomplete.

▲ Picture yourself presenting the activity.

- Will you be comfortable using the suggested presentation style? How can you modify the activity to suit your style?

- Will the activity fill the time available? Depending on your style and the students' interests and abilities, many activities take more or less time than expected. Prepare more than you think you will need.

- Are you prepared to enrich the activity? Consider drawing on your own experiences or developing examples that are relevant to your particular class.

▲ Arrive at least 15 minutes before the session.

Class Observation Session

▲ Observe a class session in advance. You will find it helpful to watch the teacher's presentation style and how the teacher and the students interact. See the Class Observation Checklist on the next page.

▲ Visit with the teacher to review your plans and obtain advice on the best way to present each lesson and to manage the class. Learn the teacher's classroom rules. Ask the teacher about the kinds of activities the students enjoy the most. Ask about the students' general ability level.

▲ Borrow a student text (e.g., reading, math, language arts, social studies). It will provide background information and increase your awareness of the topics and concepts the students are studying. Ask the teacher which text would provide the best overview.

CLASS OBSERVATION CHECKLIST

- How many students are there? Knowing this will help you decide how to divide the class into small groups.
- What is the ethnic breakdown of the class?
- How does the teacher maintain discipline?
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently? For example, are there any students to whom you should be sensitive?
- Is there a clock you can see easily, or do you need to bring a watch?
- Where will you place visuals such as a poster or map? What will you need to display them?
- Will you need to rearrange desks, tables, or chairs for any part of your presentation? Plan in advance for the most effective way to do so.
- Can you tell if you will be able to count on the teacher's help with your presentation? Do you see any potential problems with your presentation or with the class? If you do, try to discuss them with the teacher in advance.

PRESENTING THE ACTIVITIES

Consultant/Teacher Cooperation

Open communication and a positive working relationship with the teacher are extremely important. Know the teacher's classroom rules and procedures; letting the students know you will follow them will help you maintain control and ensure continuity.

Because you are a visitor, visitors' "rules" often are enforced by the teacher. You need to overcome the students' hesitancy by encouraging questions from them. Further, while you are primarily responsible for presenting the activities, the teacher plays several important roles.

Planning Aide—The teacher can provide valuable information about the interests and abilities of the students that will help you modify activities for your class. In addition, the teacher can help you identify skills and content school districts require in their curriculum standards.

Classroom Manager—The teacher is responsible for maintaining order and providing an atmosphere conducive to learning. When appropriate, the teacher also can help reinforce specific topics and monitor students working in groups.

Liaison—The teacher can serve as a liaison or bridge between the consultant and the school. The teacher should inform you of school policies and provide audiovisual equipment (when appropriate arrangements have been made).

Interpreter—The teacher should provide feedback to help you communicate more effectively with the students, especially for those students who speak little English. The teacher can introduce specific concepts to prepare the students for your presentation and review vocabulary between your visits.

Dialogue and Discussion

- Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents are available in the kit. Be sure to write your name on the chalkboard at the beginning of each visit.
- Write legibly on the chalkboard, and don't talk with your back to the students. Turn around and face the class so the students can understand you.
- Stand near students who are inattentive or misbehaving.
- Move around the room. Don't stay in one spot for the whole lesson.
- Invite the students' questions and ask questions to keep the class involved and active. Give clues if the students don't respond. Try to involve as many students as possible. Direct questions to the quiet students and occasionally call on the students who have not raised their hands.
- State the behavior you expect from the students at the beginning of the session, then reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."
- Elementary students will usually be very excitable and talkative. To get them to quiet down:
  - let them know that they must raise their hands before they speak;
  - tell them they are talking too loud, then wait until they are quiet to go on;
  - encourage them to listen to others;
  - speak in a quieter voice;
  - stop speaking until they settle down;
  - turn out/blink the lights to get their attention; and
  - use the term "all eyes on me."
- Use language the students can understand, but don't talk down to them. Keep in mind that their vocabulary is not as large as yours. Explain all terms. Use local examples whenever possible.
- Avoid using gender and ethnic stereotypes.
- Remember that you are a resource person. Tell the students about your early aspirations and how you got your current job. You'll be remembered because you cared about, were prepared for, and shared with them.

Group Activities

- Consult with the teacher to determine the best way to divide the class into groups. In general, the more quickly the students can be moved into groups the better.
- Give general instructions before dividing the class into groups.
- Give clear, detailed instructions before every activity. Demonstrate the instructions in front of the class to ensure that all students know what is expected. If the activity involves several steps, go through each one to eliminate confusion.

RECOGNITION

Achievement pins and certificates of accomplishment for the students have been included in your kit to recognize their participation in the program. Encourage the students to take them home to show to their families.

Check with the teacher to make sure you will have enough pins and certificates. Also, obtain a class list in order to complete the certificates. Talk with the teacher to determine how the pins and certificates should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

Following are several options for distributing the pins and/or certificates:

- Roll each certificate and put a ribbon around it so that it looks like a diploma.
- Distribute the pins and certificates at the end of your last session.
- Distribute the pins at the end of your last session and hold the certificates (or hold both pins and certificates) until the school's awards assembly; i.e., a time when all students are being recognized for their accomplishments.
- Hold the certificates or hold both pins and certificates to distribute at an open house or special event for students and their parents.
- Distribute the pins and certificates at a special Junior Achievement assembly or event at the school.

Discuss these or other opportunities for recognition with the Junior Achievement staff and the teacher before your last session.

A NOTE TO CONSULTANTS AND TEACHERS

The Elementary School Program has been implemented in thousands of classrooms across the nation, and Junior Achievement staff members are anxious to help guarantee the success of *Our Nation* in your classroom.

Both the consultant and teacher should be present in the classroom while the program is being conducted. The cooperation of consultants and teachers is a critical element in each *Our Nation* presentation. Junior Achievement strongly recommends the following conduct for teachers and consultants:

Teachers can assist consultants:

- Monitor the time
- Help group the students
- Reinforce each activity, especially after a consultant's presentation; integrate it with other lessons
- Provide guidance to the students during the consultant's presentation
- Be responsible for the students' behavior in the classroom
- Determine the appropriate way(s) to recognize the students

Consultants can assist teachers:

- Know the school's policies regarding visitors
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom
- Leave discipline to the teacher
- Tailor your presentation to meet the needs of the students and the teacher
- In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present

This guide for consultants and teachers outlines material the consultant will present. We ask that both the consultant and teacher review each activity, preferably together, so that the consultant can better meet the needs of the students. Further, this program offers several support activities for teachers to help them determine the program's success and integrate its material with other lessons:

- **Pre- and Post-Program Questionnaires** - To assess the level of student understanding, questionnaires are available to use before and after the series of activities.
- **Follow-up Activities** - Designed for immediate follow-up, each activity takes just a few minutes. Also, check with your local library or school resource center for appropriate videos to accompany each activity.
- **Interdisciplinary Activities** - To extend student learning, see the list of activity ideas at the back of the guide.

Junior Achievement appreciates the commitment you have made to the program's success. We are certain that you and your students will find *Our Nation* to be an informative, worthwhile, and enjoyable experience.

Answers to the Pre- and Post-Program Questionnaires

1. E = computer
   E = delivery truck
   P = cook
   P = carpenter
   P = manager
   E = cash register
   E = tables, chairs
   E = coffee pot
   M = food

2. First, read the newspaper to learn about available jobs.
   Second, fill out an application.
   Third, have an interview.

3. Advantage: (Possible answers)
   Unit - Workers enjoy variety.
   Mass - Higher quality standards can be maintained.
   Disadvantage: (Possible answers)
   Unit - Quality varies.
   Mass - Little variety.

4. c. corporation

5. Illustrations will vary.

Name _____

1. You own a restaurant. Decide which of the following items are examples of *people*, *equipment*, or *materials* you may need to be successful. Label each item with the correct letter:
   P - people, E - equipment, M - materials.

_____ computer	_____ carpenter	_____tables, chairs
_____ delivery truck	_____ manager	_____coffee pot
_____ cook	_____ cash register	_____food

2. Read the steps to apply for a job. What would you do first, second, and third? Write a number beside the steps to put them in order.

   Steps
   _____ Have an interview.
   _____ Fill out an application.
   _____ Read the newspaper to learn about available jobs.

3. You are building a bicycle. What is one advantage and one disadvantage to using *unit* and *mass* production methods? Write your answers in the boxes below.

	Unit Production	Mass Production
Advantage		
Disadvantage		

4. Circle the best choice. If a business is owned by stockholders, it is called a

   a. sole proprietorship b. partnership c. corporation

5. On the back side of this paper, draw an advertisement using a strategy called "Chosen by Famous People." Choose your own product.

ORGANIZATION

OVERVIEW

Students discover the variety of skills and resources necessary to start a business. They discuss the common forms of business organization in the United States.

OBJECTIVES

Students will be able to:

- Identify the three common forms of business organization or ownership and
- Give examples of the people, equipment, and material resources needed to start a business.

PREPARATION

- Review the activity plan and the list of materials. Separate the Business Description Cards.
- Discuss the activity with the teacher. Explain that the activity will require small-group discussion, and ask for help in assigning students to groups. Ask the teacher where you can display the Business Organization poster during and after the activity.
- Review the follow-up activity that accompanies Organization. Discuss its use with the teacher. If you plan to use it with your presentation, make enough copies for all students before you arrive.
- Ask the teacher to have the students fill out and position the table tents before you arrive. Obtain tacks or tape to display the poster.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Business Organization poster
- Business Description Cards
- Set of *Business Journals*
- Set of parent/guardian letters
- Pencils (not in kit)

PRESENTATION

Introduce Yourself and the Program

5 minutes

Get to know the students. Tell them your name and what you do or where you work. Tell them how many times and when you will be visiting them. Tell them something special about yourself and something special you remember about school. Give an example of how school has made a difference in your life.

Tell the students that during your visits they will be discovering how our nation's businesses are organized and operated. Mention that they will produce a product using two different production methods, interview for a job, and design advertisements for a product.

Ask the students, "How many of you would like to own or operate a business?" Have the students raise their hands and tell you what kinds of businesses they would like to operate someday. Explain that in the United States individuals have the opportunity to own and operate businesses. In fact, over 60 percent—six out of every 10 businesses in the United States—are owned by one person. Explain that the other businesses are owned by individuals who have formed partnerships or who have stock in corporations. (You will discuss these three forms of business organization later in the activity.)

Note the businesses that students identify. You will want to refer to them during a later activity.

Activity

20 minutes

Tell the students that today they will learn what it takes to start a business.

Say to the students, "If you were going to open a movie theater, what people, equipment, and materials would you need?" Write three words across the top of the chalkboard: People, Equipment, Materials. As the students answer, write their responses on the chalkboard beneath the appropriate word. Some possible responses include:

People	Equipment	Materials
Projectionist	Sign	Movies
Ticket taker	Cash register	Popcorn/snacks
Food service worker	Screen	Tickets
Custodian	Curtains	
Lighting technician	Movie projector	

After writing a few responses under each heading, ask, "Why have I grouped your ideas in this way?" Explain that the three words illustrate the resources a person needs to start a business. Point to each word and explain the following.

The terms people, equipment, and materials also are called land, labor, capital, and management.

People—A business owner must decide who will do the work (labor) to make the product.

Equipment—A business owner must decide what tools and machines are needed to make the product.

Materials—A business owner must decide what resources or ingredients are needed to make the product.

BEST COPY AVAILABLE

A **business plan** is a written description of how a business will operate.

Further explain that people who want to start a business often organize their ideas in a **business plan**. The plan is a written description of how a business will operate. Tell the students they are going to work in small groups to write their own business plans. Each group will play the role of owner and write a plan for a different business.

- Ask the teacher to help you organize the class into six groups. Assign a reporter for each group.
- Have each reporter draw a Business Description Card from your hand. This card will tell the group the type of business it will operate.
- Distribute the *Business Journal*. Have the students write their names on the front cover. Have the students turn to page 2.
- Walk through the business plan with the students so they will know what to do. Be sure the students know that each student is to write the plan in his or her own *Business Journal*.
- Tell the groups they have 10 minutes to complete their business plans.
- Check with each group to make sure the students understand the instructions.
- As students prepare their plans, move around the room to offer assistance.

15 minutes

Discussion

After you call time, turn to your chalkboard list. Erase everything except the headings: People, Equipment, Materials. Ask each group reporter to present the group's business plan. List the business's needs under the appropriate headings.

When each reporter finishes, draw a horizontal line before continuing the list for the next group. Proceed until all groups have reported.

Management is the business leaders who organize and operate the business.

After the last group has reported, remind the students that all businesses need people, equipment, and materials, but the type, quality, and quantity varies for each business.

Refer the students to the term **management** at the top of their business plans. Point out that it is the responsibility of management to organize and operate the business.

A **sole proprietorship** is a business owned by one individual called a sole proprietor.

A **partnership** is a business owned by two or more people called partners.

A **corporation** is a business owned by people called stockholders.

Display the Business Organization poster. Ask the students to follow along with you as you explain the three common types of business organization.

- Point to **sole proprietorship**. Ask, "How many people own this type of business?" (one)
- Point to **partnership**. Ask, "How many people own this type of business?" (two or more)
- Point to **corporation**. Ask, "How many people own this type of business?" (more than one; they are called stockholders)

Have the students look again at their business plans and think about what type of business organization they might use for their businesses.

Summary and Review

5 minutes

Remind the students of the important things they have discussed today by asking the following questions.

- What are the three common forms of business organization in the United States? *Sole proprietorships, partnerships, and corporations.*
- What three resources does every business need? *People, equipment, and materials.*

Tell the students they will get to be business managers in the next activity, and they will make decisions about what workers they will need.

Collect the table tents and Business Description Cards. Save the cards for a later activity. Collect the *Business Journals* and give them to the teacher. Arrange with the teacher to leave the poster on display.

Distribute the parent/guardian letters and explain that the letter describes the program. Encourage the students to take their letters home to share with their families.

Setting Personal Goals

Point to the chalkboard list of people needed for each business they discussed. Emphasize the skills, education, or training these workers might need. Encourage students to see the relationship between such jobs and what they learn in school.

CHECKING FOR UNDERSTANDING

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

Distribute the *Business Journals* and have the students turn to page 3. Have the students take turns reading aloud, "There's More Than One Way to Own a Business." Have the students name and define the three forms of business organization mentioned in the reading.

S	G	O	B	M	E	I	R	A	I	T	Q	U	O	H	B	C	A
C	O	R	P	O	R	A	T	I	O	N	L	I	V	T	A	M	T
A	R	L	D	H	E	A	B	M	U	Y	E	C	W	I	O	N	E
W	I	A	E	S	I	R	P	R	E	T	N	E	E	E	R	F	R
E	Q	U	I	P	M	E	N	T	U	I	Q	E	T	L	A	M	G
F	O	R	I	N	R	E	P	S	O	G	I	V	O	L	I	M	K
W	O	T	N	O	G	O	S	I	L	N	E	N	T	C	A	O	I
P	R	I	V	A	T	E	P	R	O	P	E	R	T	Y	A	O	P
O	I	R	E	S	L	A	I	R	E	T	A	M	E	C	D	N	I
B	Y	R	E	I	N	Z	P	O	I	U	W	V	M	T	E	R	H
Y	O	I	T	I	Z	T	N	E	M	E	G	A	N	A	M	O	S
P	R	E	Y	M	L	I	A	W	O	D	T	R	E	D	Y	E	R
M	R	E	N	R	E	D	L	O	H	K	C	O	T	S	I	L	E
M	T	E	T	R	W	O	I	N	A	V	B	C	R	E	R	S	N
L	O	I	M	R	Y	S	Z	U	E	D	N	R	B	S	O	H	T
P	E	O	P	L	E	L	I	V	R	G	H	T	O	R	H	O	R
P	E	R	E	N	S	T	I	P	I	D	T	Y	O	R	M	I	A
W	E	I	T	Y	P	M	E	E	F	Q	U	P	I	A	S	C	P

Answers to Activity 1 Follow-up

Name _____

Find the key economic terms below.

S	G	O	B	M	E	I	R	A	I	T	Q	U	O	H	B	C	A
C	O	R	P	O	R	A	T	I	O	N	L	I	V	T	A	M	T
A	R	L	D	H	E	A	B	M	U	Y	E	C	W	I	O	N	E
W	I	A	E	S	I	R	P	R	E	T	N	E	E	E	R	F	R
E	Q	U	I	P	M	E	N	T	U	I	Q	E	T	L	A	M	G
F	O	R	I	N	R	E	P	S	O	G	I	V	O	L	I	M	K
W	O	T	N	O	G	O	S	I	L	N	E	N	T	C	A	O	I
P	R	I	V	A	T	E	P	R	O	P	E	R	T	Y	A	O	P
O	I	R	E	S	L	A	I	R	E	T	A	M	E	C	D	X	I
B	Y	R	E	I	N	Z	P	O	I	U	W	V	M	T	E	R	H
Y	O	I	T	L	Z	T	N	E	M	E	G	A	N	A	M	O	S
P	R	E	Y	M	L	I	A	W	O	D	T	R	E	D	Y	E	R
M	R	E	N	R	E	D	L	O	H	K	C	O	T	S	I	L	E
M	T	E	T	R	W	O	I	N	A	V	B	C	R	E	R	S	N
L	O	I	M	R	Y	S	Z	U	E	D	X	R	B	S	O	H	T
P	E	O	P	L	E	L	I	V	R	G	H	T	O	R	H	O	R
P	E	R	E	N	S	T	I	P	I	D	T	Y	O	R	M	I	A
W	E	I	T	Y	P	M	E	E	F	Q	U	P	I	A	S	C	P

Word List

corporation
equipment
free enterprise
management
materials
partnership
people
private property
sole proprietorship
stockholder

In the space provided, write a paragraph describing business organization in the United States using as many of the words in the word list as possible.

MANAGEMENT

OVERVIEW

Students learn about the role of management in operating a business. They focus on hiring new employees, one important type of decision, and they practice interviewing skills.

OBJECTIVES

Students will be able to:

- Identify the most important decisions a manager makes.
- List qualities employers look for in their employees, and
- Recognize the steps necessary to get a job.

PREPARATION

- Review the activity plan and the list of materials.
- Discuss the activity with the teacher. Ask for his or her help with demonstrating an interview process for the students. Explain that the activity will involve small groups, and ask for help assigning students to their groups.
- Consider tape recording the students' interviews to show the students how well they did.
- Review the follow-up activity that accompanies Management. Discuss its use with the teacher. If you plan to use it with your presentation, make enough copies for all students before you arrive.
- Use the table tents from the previous activity. Obtain tacks or tape to display the poster.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Setting Personal Goals poster
- Set of *Business Journals*
- Pencils (not in kit)

PRESENTATION

5 minutes

Introduction

Tell the students you are glad to be back with them today. Distribute the *Business Journals* and have the students turn to their business plans on page 2. Ask the students, "What three things did you need to start your businesses?"

- People
- Equipment
- Materials

30 minutes

Activity

Ask, "What is management?" Remind the students of the definitions on their business plans and that managers are the people who organize the people, equipment, and materials to operate a business. Explain that one of the most important decisions a manager must make is choosing the best people (workers) for the jobs.

Say to the students, "Today I'm the owner and manager of a new business called Penco that produces ballpoint pens, and I'm looking for just the right workers to help me." Write the following boldface words on the chalkboard and explain each word as you write:

The Qualities I Look For in Workers

- **Dependable** I need dependable workers who show up every day on time.
- **Careful** I need careful workers who pay attention to detail.
- **Pleasant** I need pleasant workers who get along well with others. They should have positive attitudes.
- **Creative** I need creative workers who think of better ways to get the job done.

Ask the students, "Would you like to work for me?"

Attitude is a feeling or opinion.

After students respond, ask them to think about their own personal skills. Ask them to think about some ways they could tell you about themselves and their skills in order to get the job. *They could fill out a job application or have an interview.*

Education is knowledge and skills gained from study.

Skills are abilities gained from training or practice.

Display the Setting Personal Goals poster. Point to the terms **attitude**, **education**, and **skills**. Explain that these are what people take with them to a job. These are what a manager is looking for in a new worker.

Job application is a form to be filled out when requesting a job.

Interview is a face-to-face meeting to get or give job information.

Point to the terms **job application** and **interview**. Explain that these are two ways people tell managers about themselves. Tell the students that businesses typically ask people to fill out a job application. Managers study the job applications to decide who they will interview.

Repeat the question, "Would you like to work for me?" Explain that the students will first need to fill out a job application. Have them turn to page 4 in their *Business Journals*. Encourage the students to follow along closely as you walk through the job application and explain what each part means.

- Have the students fill in the date, their names and full addresses, and their social security numbers.
- Have the students write Production Worker in response to the question, "Which job are you applying for?"
- Refer students to the words you wrote on the chalkboard to help them answer the question, "What special experiences or skills do you have for this job?" Encourage them to write something about their education and how it might help them on the job.
- Ask the students to think about some of the things they like to do outside of school to answer the question, "What are your hobbies and special interests?"
- Ask the students to think about some of the things they like to do in school to answer the question, "What are your favorite school subjects?"
- Encourage the students to think carefully about their references, people who can tell an employer about them.

Point to the term **reference** on the Setting Personal Goals poster. Define the term. Tell the students to take a few minutes to complete their job applications. After the students finish, tell them they are ready to be interviewed. Tell them that you and the teacher are going to demonstrate an interview, and you want them to grade your performance as satisfactory or unsatisfactory. Ask the students to watch and listen to the interview carefully. Have the students turn to page 5 in their *Business Journals* and use the Interview Checklist to grade your interview. Encourage them to listen carefully to the interview. Briefly review the checklist.

A **reference** is a person who can tell an employer about a job applicant.

- Appearance
- Greeting
- Body Language
- Response to Questions
- Language Used
- Interest in the Job
- Exit

Interview the teacher for a fictitious job. This activity often works well when the one being interviewed behaves poorly. It gives students a chance to have fun before discussing the elements of a good interview.

For the interview, chew gum, slouch, use poor grammar, ask about pay and vacations, yawn, etc.

After the interview, ask, "Would you hire this person?" Discuss your performance with the students by going over the Interview Checklist. Discuss what an interview should be like; e.g., dress appropriately, don't chew gum, sit up straight, use proper English, and speak clearly.

Ask, "Who would like to interview for the job?" As time allows, conduct two or three interviews. You may interview students, or you may wish to pick teams of students to interview each other, involving more of the class. Have the students use the interview questions on page 5 of their *Business Journals*.

A job is a position in a business.

A career is a field of work.

After the interviews, announce that you are impressed with everyone and you are going to hire everyone. Each student's **job** will be to work as a production worker. Production work can be a **career**. Point to the poster. Define job and career and help the students to see the difference.

10 minutes

Summary and Review

Remind the students of the important things they have learned today by asking the following questions.

- What do managers do? *Managers make many decisions that affect the success of a business. Choosing the best workers for the jobs is one of the most important decisions managers make.*
- What type of workers do managers look for? *Managers want workers who have the right attitudes, education, and skills.*
- What is the first step in getting a job? *Acquiring the attitudes, education, and skills you need for the job you want.*
- How do you let managers know you are interested in a job? *You have an opportunity to describe your attitudes and skills in job applications and interviews.*

Build some excitement by telling the students that in the next activity, as new employees, they will produce a product and learn how management decisions can affect production.

Collect your materials. Give the *Business Journals* to the teacher to save for the next session.

Setting Personal Goals

Ask the students about the types of jobs they are interested in doing. Help them understand the educational requirements for the various jobs they mention and suggest ways to learn more about them. Emphasize how the math, reading, writing, and speaking skills students learn in school are important to many jobs.

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

CHECKING FOR UNDERSTANDING

Have the students read "Thinking About a Career?" on page 6 of their *Business Journals* and answer the questions. As time permits, discuss the students' answers.

Name _____

Career Interest Inventory

Circle the letter in front of each statement that best describes you. Circle as many as you wish, but try to limit your choices to the statements you feel strongest about.

(A) I like playing sports.
(B) I like solving puzzles.
(C) I like being the leader in a group.
(D) I like to talk.
(E) I enjoy drawing pictures.
(F) I ask a lot of questions.

(A) I like to make things out of wood, paper, metal, cloth, etc.
(B) I like to make lists of the things I need to do.
(C) When I grow up, I want to run my own business.
(D) I enjoy helping other people.
(E) I enjoy making up stories.
(F) I can sit and watch birds at a bird feeder for a long time.

(A) I like to work with tools.
(B) I feel better when my room is neat and tidy.
(C) I am happier playing in a group than by myself.
(D) I'm never shy about telling my friends what I think.
(E) I would enjoy decorating my whole house.
(F) I enjoy looking through an encyclopedia.

(A) I like to spend my free time outdoors.
(B) Math is my favorite subject.
(C) When I grow up I want to be my own boss.
(D) I enjoy being part of a group and solving problems.
(E) I would rather be in a play than watch one.
(F) Science is my favorite subject in school.

(A) I like working with plants and animals.
(B) My handwriting is clear and neat.
(C) I would enjoy being the mayor of my hometown.
(D) I like putting my feelings into writing.
(E) I would rather work by myself than in a group.
(F) I Like to solve complicated puzzles and problems.

(A) I like to build models.
(B) I enjoy working on a computer.
(C) I enjoy doing group projects in school when I'm the leader.
(D) I enjoy meeting new people and making new friends.
(E) Music is my favorite subject.
(F) I would enjoy traveling to faraway places to learn how other people live .

Count the number of letters you circled and record the results in the blanks below.

A_____ B_____ C_____ D_____ E_____ F_____

If you have a score of four or more next to any one letter, you might be interested in learning more about the careers similar to those in the clusters listed below. If you did not score four in any category, your interests are still developing.

A	B	C	D	E	F
Coach	Computer programmer/ operator	Salesperson	Teacher	Actor/Actress	College professor/ Researcher
Mechanic	Accountant	Business owner/manager	Social worker	Artist	Archaeologist/ Anthropologist
Farmer/Forester	Secretary	Minister/Cleric	Doctor	Fashion designer	Engineer
Veterinarian	Banker	Lawyer	Nurse	Architect	
Plumber	Editor		Paramedic	Musician	
Electrician			Newspaper writer		
Pilot			Advertising agent		
Carpenter			TV/Radio reporter		

PRODUCTION

OVERVIEW

Students use two different production strategies to make pens. They develop an understanding of different production strategies and how management decisions affect productivity and profits.

OBJECTIVES

Students will be able to:

- Compare unit and mass production methods,
- Describe how workers share the responsibility to produce products in the best way, and
- Recognize the importance of productivity.

PREPARATION

- Review the activity plan and the list of materials. Disassemble the pens in advance and put each type of part in a small container.
- Discuss the activity with the teacher. Explain that the activity will involve teams, and ask for help assigning each team. Explain that you will need separate work areas for the production teams.
- Use the table tents from the previous activity.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Set of pens
- Set of *Business Journals*
- Pieces of blank paper for a quality check (not in kit)
- 5 small containers for pen parts (not in kit)
- Watch with second hand or timer (not in kit)

PRESENTATION

Introduction

5 minutes

Tell the students you are glad to be back with them today. Distribute the *Business Journals* and have the students turn to their business plans on page 2. Ask the students, "What three things did you need to start your businesses?"

- People
- Equipment
- Materials

Ask, "What is management?" Remind students of the definitions on their business plans and that managers are the people in management who organize the people, equipment, and materials.

Activity

25 minutes

Say, "Last session we talked about people. Today we are going to talk about the equipment and materials that people use to produce products."

Small boxes, plastic butter tubs, or paper bags all are suitable containers.

Organize a work area with space for five workers who can easily be seen from the rest of the room. Place the five containers of pen parts (one pen part in each container) in a separate materials area.

Remind the students that they all have been hired to produce pens. Explain that you have transformed the classroom into a pen factory, and it has just received an order for thousands of Penco ballpoint pens. What the students see around them are the materials (point to the pen parts) that will go into the production of the pens.

Unit Production is one worker producing a complete product.

Tell the students that today they are going to discover two methods to produce pens, unit and mass. Write the two terms on the chalkboard. Define **unit production** and **mass production**.

Mass Production is producing identical products in large quantities.

Method 1—Unit Production

Tell the students that because unit production involves one worker producing a complete product, each worker is responsible for gathering the materials he or she needs. Tell the students you will select several of them to complete the production, so it is important for them to watch you closely as you demonstrate how the pen is assembled. Say, "Watch me as I demonstrate unit production."

- Walk to the materials area.
- Collect parts for one pen.
- Walk to the work area.
- Assemble the pen in the work area.

Step 1 Place spring onto the pointed end of the ink refill.

Step 2 Place spring/refill, pointed end down, into barrel.

Step 3 Place metal ring onto barrel.

Step 4 Screw cap onto barrel assembly.

Step 5 Check the pen to make sure it works properly.

▲ Return to the materials area for parts for the next pen.

Tell the students that after they assemble one pen, they should continue the process until time is called. After time is called, they will check their pens to make sure they work properly.

Select five workers and have them come to the work area. Make sure the students understand what they are to do. Tell them they will have 60 seconds to produce as many pens as possible.

Ask them to watch carefully to determine the advantages and disadvantages of the different methods they will see for producing pens.

Begin unit production. At the end of 60 seconds, call time. Give the production workers pieces of blank scratch paper and tell them to check their pens to make sure they write.

Ask, "What are these workers doing?" *Conducting quality control.* "Why is it important?" *Each worker should take responsibility for making products well.*

Have the students disassemble their pens, put the parts back in the appropriate containers, and return to their desks.

Tell the students to remember how unit production worked as they watch a second production method.

Method 2—Mass Production

Select five other students for the mass production method. Have them go to the work area. Explain that mass production will require them to work together to produce pens. Each person will do part of the total job.

Be certain the rest of the class can see the production process. Remind the class that they should watch carefully to determine advantages and disadvantages of using the mass production method. Explain that mass production will be carried out under a carefully prepared plan.

Collect the containers of pen parts from the materials area and give them to the students as you explain each one's task.

Step 1 Person #1 passes one ink refill at a time to Person #2. (Give the container of ink refills to Person #1.)

Step 2 Person #2 places one spring over the point of the ink refill and passes it to Person #3. (Give Person #2 the container of springs.)

Step 3 Person #3 places the spring and refill point first into the barrel and passes it to Person #4. (Give Person #3 the container of barrels.)

Step 4 Person #4 places the metal ring over the ink refill and onto the barrel and passes it to Person #5. (Give Person #4 the container of metal rings.)

Step 5 Person #5 screws the cap onto the barrel assembly and places the completed pen aside. (Give Person #5 the container of caps.)

Tell the students they have 60 seconds to produce as many pens as possible. Begin mass production.

At the end of 60 seconds, call time. Give Person #5 a blank piece of paper to check the completed pens to be sure they write. Have the students disassemble the pens, return the parts to their appropriate containers, and return to their desks.

Discussion

10 minutes

Have the students open their *Business Journals* to page 7. Remind them that the first method of production is called unit production because one worker produced one pen. Remind them that the second method of production is called mass production because it produces identical products in large quantities.

As you read the following questions, allow time for several responses from the students. Ask them to write their answers to the first six questions in the appropriate spaces in their *Business Journals*.

1. What are some advantages to unit production? *Workers enjoy the variety; workers take pride in completing the whole job; each product may be unique.*

2. What are some advantages to mass production? *Workers require less training; workers become fast and skilled performing one task. Fewer errors are made and high standards of quality can be maintained.*

3. What were some of the disadvantages with unit production? *Distance to parts; quality varies.*

Students naturally will view one production method as better than the other because it's faster. Be sure to explain that speed is just one factor to consider when choosing the best way to produce a product.

4. What were some of the disadvantages you experienced with mass production? *If one person doesn't do his or her job, the whole production method stops or is slowed down; little variety in the work.*

5. What are some products that are best produced by unit production? *An artist's painting, a birthday cake, a book, words and music for a song, building plans, woven baskets, and anything requiring fine skills.*

6. What are some products that are best produced by mass production? *Complex machines like computers, bicycles, and VCRs; products that must be packaged carefully like candy, crayons, milk, pencils, rulers, lunch boxes, and potato chips; or items with identical parts, like the pens.*

7. Who is responsible for quality, to make sure the pens are made well? *Each person should take responsibility for his or her own work.*

8. Which production method would you choose? Why? *Help students understand that managers choose the production methods that will produce products of a quality that consumers expect. Unit production may be best for some products, but mass production may be best for others.*

Explain that automobiles were produced by the unit production method until Henry Ford developed the automobile assembly line. This made it possible for his workers to produce more cars in less time than other companies.

Ask the students to consider how they produced the pens. Ask, "Can you think of a better way to produce pens?" Allow time for a few students to respond. Then ask if the students would like to try one or two of their ideas.

Choose a student with an idea. Choose four students to help him or her. As time permits, repeat the production activity. When the last production group has finished, keep the pens assembled. Give each student a pen to keep.

OPTION

If time permits, you may want to discuss productivity. Define **productivity** as the number of products produced per worker. Many businesses lower their cost of doing business by producing as many products per worker as possible. You may want to reproduce a Production Record Chart on the chalkboard for students to

Productivity is the number of products produced per worker.

compare productivity using unit and mass production. If you use the chart, be sure to remind students that productivity is just one reason for choosing a particular production method.

Production Record

	Unit Production	Mass Production
Total pens	_____	_____
Number of workers	_____	_____
Pens/worker	_____	_____

Before you complete this chart, ask the teacher if you should use fractions or decimals.

Summary and Review

5 minutes

Remind the students of the important things they have discussed today by asking the following questions.

- What is unit production? *One worker produces a complete product.*
- What is mass production? *Producing identical products in large quantities.*

Explain that in the next session you are going to discuss ways companies sell the products they produce. Ask the students to pay special attention to the advertisements they hear on the radio and see on television and in newspapers and magazines. Collect your materials and give them to the teacher to keep until your next visit.

Other examples of products students might try with unit and mass production are model airplanes and model cars.

Setting Personal Goals

Emphasize how working together, following directions, and communicating clearly are important to many jobs. Encourage the students to see the relationship between jobs and what they learn in school.

CHECKING FOR UNDERSTANDING

Hold up various items from around the classroom. Discuss which method probably was used to produce them. Accept all answers students can justify.

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

About Productivity

(Note to consultant: This is not a handout.)

Productivity measures the number of products produced by a worker. When productivity is increasing, it means that workers are producing more in the same amount of time.

Have the students examine the mass production process for ways to improve productivity and quality.

- Divide the class into groups of four or five students and supply each group with 25 to 30 sheets of paper, markers, tape, and a gluestick.
- Ask each group to design a paper airplane and a production strategy.
- Have the groups display their airplanes. Discuss what criteria should be used to evaluate the "quality" of a paper airplane.
- Ask each group to demonstrate the production process it chose and have the class suggest ways to improve productivity and quality.
- If space allows, do a quality-control check to see if the planes will fly.

MARKETING

OVERVIEW

Students learn about the importance of marketing. They focus on pricing and advertising aspects of marketing in the United States.

OBJECTIVES

Students will be able to:

- List examples of marketing-related activities,
- Recognize the role of profits in pricing, and
- Explain why businesses advertise.

PREPARATION

- Review the activity plan and the list of materials.
- Discuss the activity with the teacher. Explain that the activity will involve small groups, and ask for help assigning students to their groups. Ask where you may display the Advertising Strategies wall chart.
- Find and clip examples of newspaper and magazine advertisements illustrating the different advertising strategies listed on the Advertising Strategies wall chart. If possible, find advertisements for the same type of product. Try to select advertisements that will appeal to the students. For a fun comparison, bring in copies of advertisements from past years for the same products. Your local library should have back issues of popular magazines with advertisements.
- Review the follow-up activity that accompanies Marketing. Discuss its use with the teacher. If you plan to use it with your presentation, be sure to make enough copies for all students before you arrive.
- Use the table tents from the previous activity. Obtain tacks or tape to display the poster.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- 5 vocabulary cards
- Advertising Strategies wall chart
- Business Description Cards
- Set of *Business Journals*
- Materials to make sample advertisements (not in kit)
- Markers/crayons (not in kit)

PRESENTATION

10 minutes

Introduction

Tell the students you are glad to be back with them today. Distribute the *Business Journals* and have the students turn to their business plans on page 2. Ask the students, "What three things did you need to start your businesses?"

- People
- Equipment
- Materials

Ask, "What is management?" Remind students of the definition on their business plans. Managers are the people in management who organize the people, equipment, and materials that people use to produce products.

A **good** is a thing that can be seen or touched.

Define products as goods or services. Write **good** on the chalkboard. Define a good as a thing that can be seen or touched. Write **service** on the chalkboard. Define a service as work done to help others.

A **service** is work done to help others.

Remind the students of the businesses they organized in the first activity. Ask someone from each business group the following questions, and make a table on the chalkboard to record the students' answers.

- What is your business?
- What does your business sell?
- Is it a good or service?

Your completed table should look something like this:

Business	Product	Good or Service
Flower Shop	Flowers	Good
Dry Cleaning	Dry cleaning	Service
Book and Card Shop	Books and cards	Good
Shoe Store	Shoes	Good
Video Store	Video rental	Service
Pizza Parlor	Pizza	Good

5 minutes

Discussion

Hold up the **marketing** vocabulary card, and ask if anyone can define the term.

Marketing is the activities needed to get a product to a buyer.

Ask the class to list some of the things a company like Penco would have to do to market its pens; i.e., to get people to buy its pens. Prompt them to identify some of the following:

- Ship to stores
- Design attractive store displays
- Make sales calls on stores
- Set a fair price
- Advertise

Tell the students you want to talk about how businesses set prices and how they advertise.

Explain that all the above activities are important to Penco, but setting a fair price is probably most important. Hold up the **price** vocabulary card and define the term. Ask the students the following questions:

Price is the cost of an item to a buyer.

- Would you pay 5 cents for a Penco pen? *Most students will agree that 5 cents would be an excellent price. Penco probably will sell a lot of pens.*
- Would you pay $5 for a Penco pen? *Most students will agree that $5 is too much. Penco probably will sell a few pens.*
- As the manager of Penco, how can I decide on the best price? *One way is to figure out how much it costs to make a pen. Another way is to figure out how much people will pay for a pen. Successful businesses use both strategies.*

As an example, write the following information about the costs of producing a pen on the chalkboard:

Production Costs	
Cost of people (workers/managers)	$ .35
Cost of equipment	.08
Cost of materials	.40
Cost of marketing	+ .12
	$ .95

Explain that the product price should cover production costs, give customers value for their money, and provide a **profit** to the business owner. Explain that profit is money left after all expenses have been paid.

Profit is money left over after all expenses have been paid.

Ask the students,

- Would you be willing to pay $1 for a pen like this? Would other people?

If students agree on a selling price, $1 for example, show how profit is figured:

Selling price	$1.00
Production costs	- .95
Profit	$ .05

Remind students that in our free enterprise system businesses are free to set the prices for their products.

25 minutes

Activity

Remind the students that while setting a price that people will pay is one part of marketing, advertising is another. Hold up the **advertising** vocabulary card and define the term. Ask, "Why would a company spend its money on advertising? If its product is of good quality and is sold at an attractive price, won't people buy it?" Allow time for students to respond.

Advertising is informing people about a product.

Encourage students to realize that to increase profits, businesses try to increase the demand—convince people to buy—for their products. They believe that money spent on advertising will increase sales.

Explain that advertisers use many different advertising strategies to reach the consumers most likely to be interested in their products. Hold up the **consumer** vocabulary card and define a consumer as a person who buys and uses products.

A **consumer** is a person who buys and uses products.

Display the Advertising Strategies wall chart and briefly explain each of the strategies. Point out the pen in each strategy. As you discuss the advertisements, encourage students to describe similar advertisements they have seen or heard.

Be sure students understand that these examples are print ads, but ads also appear on TV, bus benches, buses, and billboards; they can be heard on the radio. There are many ways to advertise.

- **BE LIKE US**—Conformity. Advertisements that encourage consumers to join the crowd and be like everyone else.
- **FOR THOSE WHO WANT THE BEST**—Snob appeal. Advertisements for products used by the wealthy.
- **CHOSEN BY FAMOUS PEOPLE**—Association. Advertisements that use celebrities, handsome men, or beautiful women to sell a product.
- **WHAT IF . . .** —Suggestion. Advertisements that suggest you would be happier, more beautiful, etc., if only you would use the product.
- **BE LIKE ME**—Testimonial. Advertisements that use "people who should know" to sell the product.
- **BE A SMART SHOPPER**—Intellectual appeal. Advertisements that use convincing evidence like facts and figures to show that their product is clearly better than others.

Many students study advertising in their language arts classes. Review these categories with the teacher and adapt them to make sure they reinforce the text the class is using.

If you have brought examples of advertisements with you, hold them up or post them and ask,

What group or audience was the advertisement designed to attract? *Children, senior citizens, farmers, teens, etc.*

What strategy does the advertisement illustrate? Why? *Answers will vary.*

Is the advertisement effective? Why or why not?

(Note: There are other advertising strategies than the six provided, and many advertisements use a combination of strategies.)

BEST COPY AVAILABLE

Have the class divide into the business groups from the first activity: book and card shop, flower shop, shoe store, dry cleaning, video store, and pizza parlor. Redistribute the Business Description Cards.

If students don't remember who is in their group, remind them to look at their signed business plans in their *Business Journals*.

Give each group a large piece of butcher paper or poster board, markers or crayons, or other materials with which to design advertisements. Tell them each business should prepare a magazine or newspaper advertisement. Point to the Advertising Strategies wall chart. Encourage the students to use one of the six strategies. Tell them they will have about 20 minutes.

Interesting ideas are more important than the quality of the drawings.

- While the groups are working on their advertisements, visit them and offer help as needed.
- Give a five-minute warning to encourage the groups to finish quickly.
- After 20 minutes, ask each business to present its ideas to the class. Presentations should include the following:
  - A general description of the advertisement.
  - An explanation of how the ad is expected to increase interest in buying the product.
  - The advertising strategy the business is using.

The best ad can be selected by the classroom teacher, you, or class vote. (Students should not vote for their own product.)

Summary and Review

5 minutes

Review the key concepts introduced in the activity. Use the vocabulary cards to check for student understanding of important terms.

- Marketing includes the things businesses do to get their products to consumers. It includes pricing, advertising, shipping, and other important tasks.
- Businesses advertise to inform customers about their products. They use many different strategies.

Emphasize that we live in a free enterprise system that allows individuals to own and manage businesses. Owners and managers have the freedom and responsibility for making many important decisions:

- hiring employees,
- selecting a production strategy,
- setting prices, and
- planning a marketing strategy.

They operate and organize their businesses in hopes of making a profit.

Before you leave, check with the teacher to be sure you have enough achievement pins and certificates to award the students on your last visit. Obtain an up-to-date class list from the teacher so you can prepare the certificates. See page 5 for optional ways to recognize the students.

Setting Personal Goals

Tell the students that businesses often hire workers who or other businesses that specialize in marketing to help them find ways to market their products. These people and businesses have to know a lot about consumers; e.g., what they like and don't like, how much they are willing to pay for products, and what kind of quality they expect. Encourage students to see the relationship between jobs and what they learn in school.

CHECKING FOR UNDERSTANDING

Time may not permit the consultant to conduct this section of the activity, so the teacher may use this later. These suggestions represent opportunities to apply concepts introduced in the activity.

Distribute magazines to the students. Have them clip ads illustrating the various strategies they discussed. Have them create a collage of ads for each strategy.

Name _____

Advertisements keep us informed about goods or services. But sometimes advertisements mislead us. Study each of these advertisements and ask yourself:

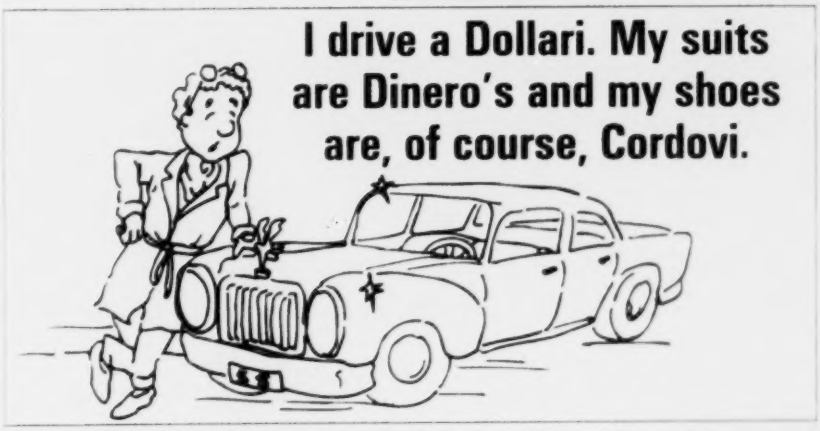
1. What information does the advertisement give me about the product?

2. What strategy did the advertiser use to interest me in the product?

3. Do I like this advertisement? Why, or why not?

4. Does the advertisement interest me in buying the product? Why or why not?

Lass Shoes Are Only $9.99



SALES PRESENTATIONS

OVERVIEW

Students learn about personal selling, another aspect of marketing a product. They discuss the steps in an effective sales presentation.

OBJECTIVES

Students will be able to:

- Describe the steps in an effective sales presentation and
- Develop a sales presentation for a particular product.

PREPARATION

- Review the activity plan and the list of materials.
- Discuss the activity with the teacher. Explain that the activity will involve small groups, and ask for help assigning students to their groups.
- If achievement pins and certificates will be distributed at the end of the class period, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.
- Use the table tents from the previous activity.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- Table tents
- Advertising Strategies wall chart
- Set of *Business Journals*
- Set of certificates
- Set of achievement pins
- Pens or pencils (not in kit)

PRESENTATION

Introduction

5 minutes

Ask the following questions to review the previous activity:

- What are two important parts of marketing a product? *Setting a price and advertising.*
- What is an attractive selling price? *One that meets customers' expectations, covers production costs, and provides a reasonable profit.*
- What are some advertising strategies? *Refer students to the Advertising Strategies wall chart.*

Activity

25 minutes

Mention that another marketing strategy—getting a product to a buyer—is **personal selling**. Personal selling is a person convincing a customer to buy a product. Knowing how to make a sales presentation is a useful skill that can be applied to many situations.

Personal Selling is a person convincing a customer to buy a product.

Ask the class to help you identify examples of how people convince you to buy something. Encourage their ideas by writing one or two examples on the chalkboard. Then write the students' ideas below yours. When you are finished, your list should look similar to the following.

- Door-to-door sales
- Telephone sales (telemarketing)
- In-store selling
- Product demonstrations

Demonstrate an ineffective personal selling situation example for the students. Show them how *not* to sell a Penco pen. Looking at the floor and shuffling your feet, mumble, "I'm selling pens. They cost $2.50. You wouldn't want to buy one, would you?" Ask the students what was wrong with your presentation. Allow time for students to respond.

Ask the class to list some things a good salesperson should do. (This question is intended to focus attention on the topic, not to produce a long list of ideas. Accept several answers and move quickly to the next step.)

Distribute the *Business Journals* and refer the students to the Sales Presentation Plan on page 8. Tell the students that today they will create a sales presentation for the Penco pen they produced. Encourage the students to follow along in their *Business Journals* as you briefly review the steps in an effective sales presentation.

1. Know your product—strengths, weaknesses, design, purpose.
2. Get the customer's attention—introduce yourself and the product.
3. Make the presentation—describe the product and its purpose, demonstrate its design, show its best features.

4. Close the sale—ask for a decision.

Divide the class into several teams of two students to plan a sales presentation for a Penco pen.

Give the students five to seven minutes to complete the worksheet. After you call time, ask for one team to role play the sales presentation for the class. One student should play the part of the salesperson; the other, the customer. Give the salesperson two minutes to try to sell the customer the product. Have the class look for the steps in an effective sales presentation during the role play.

After the presentation, ask the class to list what the salesperson did correctly. As time permits, repeat the activity with other student volunteers.

5 minutes

Summary and Review

Remind the students that during your visits you have discussed three forms of business organization. Ask the students to name them.

- Sole proprietorship
- Partnership
- Corporation

Ask the students if they can name three resources a business needs.

- People
- Equipment
- Materials

Ask the students if they can identify one of the most important decisions a manager must make.

- To choose the best person (worker) for the job.

Ask the students what businesses produce.

- Products, which may be either goods or services.

Ask the students how businesses tell customers about their products.

- Marketing
  - setting a fair price
  - advertising
  - personal selling

Thank the teacher for allowing you to visit the class. Praise the students for their participation. Collect your materials, and tell the students that the *Business Journals* are theirs to keep. Point out to the students that the glossary at the back of the *Business Journal* contains the vocabulary they have discussed during your visits. Make sure each student has a Junior Achievement pen as a memento of your visit. Leave the vocabulary cards on display.

Setting Personal Goals

Refer the students to your first visit and remind them of the businesses they said that they might like to own someday. Ask them the following questions:

- What kinds of skills will you need to run your businesses?
- Where are you going to learn those skills?

Encourage the students to see the relationship between jobs and what they learn in school. Encourage the students to accompany a family member to work to learn more about his or her job.

PROGRAM CLOSURE

10 minutes

Tell the students that because of their excellent participation during your series of visits, you are going to present each with a certificate of accomplishment and/or achievement pin. According to arrangements with the teacher, distribute the certificates and pins. See page 5 for optional ways to recognize the students. Make sure the students understand the importance of what they have been studying. They should realize why you thought it was important to visit and work with the class.

Post-Program Questionnaire

Name _____

1. You own a restaurant. Decide which of the following items are examples of *people*, *equipment*, or *materials* you may need to be successful. Label each item with the correct letter:
P - people, E - equipment, M - materials.

_____ computer
_____ delivery truck
_____ cook
_____ carpenter
_____ manager
_____ cash register
_____ tables, chairs
_____ coffee pot
_____ food

2. Read the steps to apply for a job. What would you do first, second, and third? Write a number beside the steps to put them in order.

Steps

_____ Have an interview.
_____ Fill out an application.
_____ Read the newspaper to learn about available jobs.

3. You are building a bicycle. What is one advantage and one disadvantage to using *unit* and *mass* production methods? Write your answers in the boxes below.

	Unit Production	Mass Production
Advantage		
Disadvantage		

4. Circle the best choice. If a business is owned by stockholders, it is called a

a. sole proprietorship b. partnership c. corporation

5. On the back side of this paper, draw an advertisement using a strategy called "Chosen by Famous People." Choose your own product.

INTERDISCIPLINARY ACTIVITIES

Activity 1: Organization

Language Arts

- Have the students write business plans for other types of businesses.

- Have each student interview a local business owner or manager about his or her business, then report back to the class. How did the business get started? What decisions had to be made? Where did the money come from to get started? Why is the company structured as a sole proprietorship, partnership, or corporation?

Geography

- Have the students plot the locations of different types of businesses (e.g., fast food, grocery, clothing) on a city or neighborhood map. Have them identify any patterns to the locations of the stores.

- Have the students identify natural resources (e.g., iron ore, oil, fertile land) in the United States. How does the location of resources affect the location of businesses?

History

- Have the students read the biographies of famous entrepreneurs.

Art

- Have the students design a floor plan and exterior for the businesses they discussed during the activity.

- Have the students make an Our Nation's Business Time Line with photos of inventions (e.g., automobiles and appliances) from the past 100 years or more of United States history.

Field Trip/Resource Speaker

- Invite a local business owner or manager to speak to the students about the development of his or her business.

Activity 2: Management

Language Arts

- Have the students write job descriptions for positions mentioned in activity 1. Have them describe the skills and attitudes required on the job.

- Encourage the students to visit their local library to find out more about careers. Have them talk to relatives and adults they know to learn about jobs and careers and report back to the class.

Social Studies

- Have the students interview the mayor or head of economic development for the city about businesses he or she has brought to the city or would like to bring to the city. Ask him or her how these businesses would affect families and the local economy.

Art

- Have the students use the follow-up to activity 2, "Career Interest Inventory," as the basis of a bulletin board or collage on careers.

Field Trip/Resource Speaker

- Invite a human resources manager to talk with the students about the interview process.

Activity 3: Production

Language Arts

- Have the students list the causes for and the effects of machines like the sewing machine, cotton gin, telephone, etc.

- Have the students write paragraphs about how clothes were washed, dishes were washed, houses were vacuumed, lawns were mowed, etc. before machines were invented.

- Have the students read about American quality expert W. Edwards Deming and how the Japanese adopted his philosophies.

- Have the students read about consumer advocate Ralph Nader.

Geography

- Have the students research the resources in their area and how they influenced the development of business.

History

- Have the students study Eli Whitney and how his inventions influenced the development of factories in the North and the cotton industry of the South before the Civil War.

- Have the students read about the roles Samuel Slater and Francis Lowell played in the Industrial Revolution.

Math

- Have the students try a unit vs. mass production process for another product (e.g., greeting cards) and calculate productivity.

- Have the students count the number of times they use machines during a 24-hour period.

Social Studies

- Have the students try to live 24 hours without machines: e.g., TV, radio, VCR, car, dishwasher, can opener, microwave, etc.

Science

- Using one of the businesses discussed in class or another business of their choosing, have students invent a robot or machine to automate a production process.

- Have the students research how the Industrial Revolution changed the world of art; e.g., new dyes were invented, creating new colors. Also, paints were manufactured by companies, rather than artists. Most importantly, the new working class could afford to buy art.

Field Trip/Resource Speaker

- Take the students to a manufacturing facility to see first-hand how automation can improve efficiency, productivity, and quality.

- Invite a plant manager to talk to the students about the role of automation in producing his or her company's product.

Activity 4: Marketing

Language Arts

- Have the students make a collage of advertisements for a certain product.

- Have the students write a marketing strategy for a product the class would like to provide for the school or community. Have them develop advertisements to accompany the product or service.

- Have the students watch TV, read the newspaper, or flip through magazines to find examples of each of the advertising strategies discussed in class.

- Have the students examine advertisements and distinguish between what is fact and what is opinion.

Social Studies

- Have the students design a time capsule with products that represent society today.

Art

- Have the students design a full media campaign for a product, designing ads for TV, radio, billboards, newspapers, and magazines.

- As a follow-up to the program, have students start their own businesses, e.g., pet sitting, recycling, dog walking, errand service, etc., or have them make mass produced products in class that they could sell. Products could include note holders, pen holders, kites, and bird feeders.

Field Trip/Resource Speaker

- Take the students to an advertising agency to see the types of ads it produces.

Junior Achievement

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

Enterprising Spirit

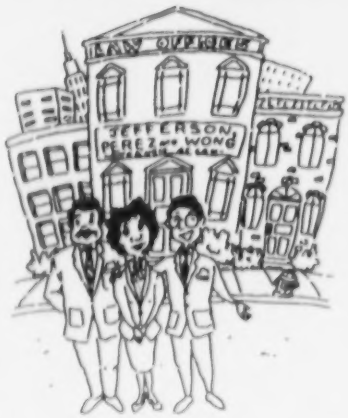
We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

Junior Achievement®

Our Nation



Copyright - 1993

Junior Achievement, Inc.
Colorado Springs, Colorado

Student Materials

Junior Achievement

© 1993 Junior Achievement Inc., K-515

A Note About Junior Achievement's Program–*Our Nation*

Dear Parent or Guardian,

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Our Nation*—will help students discover how businesses are organized and operated in the United States. A volunteer from your community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

Junior Achievement

© 1994 Junior Achievement Inc., K-505

Junior Achievement

Business Planning Group:
Flower Shop

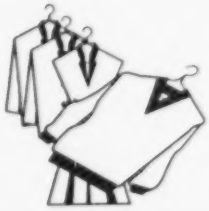
The Business:
Your group is planning to open a flower shop. Your shop will sell fresh cut flowers and houseplants.

Junior Achievement

Business Planning Group:
Shoe Store

The Business:
Your group is planning to open a shoe store. Your store will sell shoes for the entire family.

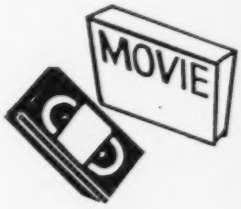
Junior Achievement



Business Planning Group:
Dry Cleaning

The Business:
Your group is planning to open a dry cleaning business. Your store will provide one-day service and will pick up and deliver your clothing.

Junior Achievement



Business Planning Group:
Video Store

The Business:
Your group is planning to open a video store. Your store will carry a complete line of video equipment and videotapes to rent.

Junior Achievement

Business Planning Group:
Book and Card Shop

The Business:
Your group is planning to open a book and card shop. The shop will sell books and greeting cards.

Junior Achievement

Business Planning Group:
Pizza Parlor

The Business:
Your group is planning to open a pizza parlor. You plan to sell pizzas by the slice or by the pie with a variety of toppings. Your store also will sell soft drinks.

© 1994 Junior Achievement Inc., K-501

MARKETING

Activities needed to get a product to a buyer.

1

Junior Achievement

© 1994 Junior Achievement Inc., K-502

MARKETING

PRICE

The cost of an item to a buyer.

2

Junior Achievement®

© 1994 Junior Achievement Inc., K-502

ONLY 4.99
TIDAL
WAVE
DETERGENT
ONLY 4.99
TIDAL
WAVE
DETERGENT
$ TIDAL WAVE

PRICE

PROFIT

Money left after all expenses have been paid.

3

Junior Achievement®

© 1994 Junior Achievement Inc., K-502

PROFITS
INCOME
EXPENSES
EXPENSES
INCOME
ACCOUNTING
TIDAL WAVE, INC.

PROFIT

ADVERTISING

Informing people about a product.

4

Junior Achievement

© 1994 Junior Achievement Inc., K-502

ADVERTISING

CONSUMER

A person who buys and uses products.

5

Junior Achievement®

© 1994 Junior Achievement Inc., K-502

CONSUMER

Our Nation

National Free Enterprise Award

_____

Student Name

of

_____

School Name

is hereby recognized as a future business manager.

_____

Consultant

_____

Teacher

_____

Date

Junior Achievement

© 1993 Junior Achievement Inc., K-515

Business Journal

Junior Achievement

OUR NATION™

Student Name: _____

BUSINESS PLAN

BUSINESS NAME: _____

Management: Business leaders who organize and operate the business.

People: Labor needed to make the product.

What kind of people will our business need?

_____
_____
_____
_____
_____
_____

Equipment: Tools and machines needed to make the product.

What kind of equipment will our business need?

_____
_____
_____
_____
_____
_____

Materials: Parts or ingredients needed to make the product.

What kind of materials will our business need?

_____
_____
_____
_____

_____
_____
_____
_____

Our group members are

_____
_____
_____
_____

_____
_____
_____
_____

THERE'S MORE THAN ONE WAY TO OWN A BUSINESS

Peter Perez's mother is a partner in the law firm of Jefferson, Perez and Wong. Elise Ackerman's father owns Ackerman's Health & Fitness and Nutrition Center. Willy Jones's dad is the president of Tidal Wave, Inc. He also owns stock in the company.

The parents of Peter, Elise, and Willy have something in common. Do you know what it is? If you said that they are all owners (or part owners) of a business, you would be correct.

There are three different forms of businesses in the United States: **sole proprietorships**, **partnerships**, and **corporations**.

Sole proprietorships are businesses owned by one person. Mr. Ackerman's fitness center is such a business. He used some of his own money and borrowed the rest to get it started. As a **sole proprietor**, Mr. Ackerman is his own boss. He sets his own hours and makes all the decisions for the business. He has two people helping him, but they are employees who receive wages for their work. Mr. Ackerman keeps all the profits. Of course, he will lose money if his fitness center is not successful.

Mrs. Perez's firm is a **partnership**. As one of the partners in the firm, Mrs. Perez shares in the decision making. She also shares in the profits and risks of the business. When she, Jefferson, and Wong first organized the partnership, they each invested money to pay for the office, equipment, and secretarial help they needed to get started.

Tidal Wave, Inc. is a **corporation** ("Inc." means "incorporated"). A corporation is a business owned by its stockholders. Mr. Jones owns 300 shares of Tidal Wave stock. His brother and his wife own another 200 shares.

The other day Elise made a special announcement to her class. "I'm an owner of the telephone company," she said. "How can that be?" several of her classmates asked.

"Well," she replied, "my Aunt Frieda gave me 10 shares of telephone company stock for my birthday. That makes me a part owner."

"That's true," agreed Ms. Robertson, their teacher. "Even if you owned only one share of stock, you would be a part owner of the corporation."

JOB APPLICATION

Date _____

Name _____ _____
Last First Social Security No.

Address _____ _____
Street Phone

_____
City State Zip

Which job are you applying for? _____

_____

What special experiences or skills do you have for this job? _____

_____

_____

What are your hobbies and special interests? _____

_____

_____

What are your favorite school subjects? _____

_____

_____

References: Give the names of two people who could say why you are the best person for this job.

1. _____
Name

2. _____
Name

Signature: _____

INTERVIEW CHECKLIST

Appearance	Was the person dressed appropriately? Did the person look neat? Was the person chewing gum?	Satisfactory/Unsatisfactory
Greeting	Was the person friendly? Was the person's greeting appropriate?	Satisfactory/Unsatisfactory
Body Language	Was the person comfortable? Did the person look confident?	Satisfactory/Unsatisfactory
Response to Questions	Did the person show enthusiasm? Did the person explain answers well? Did the person answer the questions honestly?	Satisfactory/Unsatisfactory
Language Used	Did the person use language properly? Could the person be understood?	Satisfactory/Unsatisfactory
Interest in the Job	Did the person ask questions? Did the person appear to want the job?	Satisfactory/Unsatisfactory
Exit	Did the person thank the manager for the interview?	Satisfactory/Unsatisfactory

INTERVIEW QUESTIONS

A Penco manager might prepare for an interview like this.

Business: Penco
Position: Production Worker

Questions:

1. Do you like working alone or with other people?
2. Do you like doing one job well, or do you need a lot of variety in the things you do?
3. In what team activities have you participated?
4. Have you held any leadership positions in school?
5. Who is your hero? Why?
6. Do you prefer to have written directions, or do you like to have someone show you?

THINKING ABOUT A CAREER?

Do you know how many different kinds of jobs or occupations people have? Would you like to take a guess? Did you say 100? 1,000? 10,000? You weren't even close.

According to the United States Department of Labor, which looks into these kinds of questions, there are more than 20,000 occupations.

Like most people your age, you probably wonder about what you will be when you grow up. You can see that with 20,000 jobs to choose from, it is not going to be an easy decision. After all, how many of the 20,000 jobs have you ever heard of? Don't panic, you have plenty of time to start exploring careers. Here are two suggestions for starting.

1. Know yourself.

Most vocational counselors (people who help others choose careers) will tell you that the first thing you should do before choosing a career is find out about yourself. What are your likes and dislikes, your strengths and your weaknesses?

When you have some idea of the kinds of things you like to do best, you can begin to think about particular jobs or occupations. Almost all of the 20,000 occupations fall into 15 groups, or (as the United States Department of Labor refers to them) "clusters."

These 15 clusters are:

agriculture (farming) and natural resources
business and office
communications and media
construction
consumer and homemaking
environment
fine arts and humanities
health care
hospitality and recreation
manufacturing
marine science
marketing and distribution
personal services
public service
transportation

2. Investigate interesting careers in the clusters.

Rather than investigating 20,000 occupations, you will find it easier to explore the 15 clusters of jobs. After you do that, you will want to learn something about the occupations in the cluster. As you explore each occupation, see if you can answer these questions:

- What is the work like?
- Where is the work performed?
- What schooling or on-the-job experience is needed?
- Will the job be needed in the future?
- Where can I get more information about the job?

PRODUCTION

Unit Production: One worker producing a complete product.

Advantages

Disadvantages

Products best produced by unit production:

Mass Production: Producing identical products in large quantities.

Advantages

Disadvantages

Products best produced by mass production:

SALES PRESENTATION PLAN

KNOW YOUR PRODUCT – Customers expect you to be able to answer questions about the product. The more you know about how it is made, how it operates, different options (sizes, colors, etc.), and special features, the better your chances of making a sale.

List your product's strengths and weaknesses.

STRENGTHS	WEAKNESSES
_____	_____
_____	_____

GET THE CUSTOMER'S ATTENTION – Before trying to sell your product, get the customer's attention. First impressions are very important. Think about your appearance, manners, and the needs of your customer before your presentation.

What can you say to encourage the customer to listen to you?

_____

_____

MAKE THE PRESENTATION – Describe and demonstrate the product. This is a good time to ask questions. Questions will help you explain the product's features and learn the customer's objections. 1. Did you know that the ink in this pen is waterproof? 2. How do you like the way the pen feels?

Plan a presentation that will answer as many of your customer's questions as possible. For example:

1. What is your product's purpose?
2. How is the product made?
3. What are the product's best features?

_____

_____

CLOSE THE SALE – As soon as the customer seems convinced of the product's value, ask for a decision. One way to "close" is to give the customer a choice of two yes answers: "Shall I put you down for the red model, or the blue one?" or, "Will that be charge or cash?"

Plan how you will ask the customer to buy your product.

_____

_____

GLOSSARY

Advertising	informing people about a product
Attitude	a feeling or opinion
Business Plan	a written description of how a business will operate
Career	a field of work
Consumer	a person who buys and uses products
Corporation	a business owned by people called stockholders
Education	knowledge and skills gained from study
Equipment	tools and machines needed to make a product
Good	a thing that can be seen or touched
Interview	a face-to-face meeting to get or give job information
Job	a position in a business
Job Application	a form to be filled out when requesting a job
Management	business leaders who organize and operate the business
Marketing	activities needed to get a product to a buyer
Mass Production	producing identical products in large quantities
Materials	parts or ingredients needed to make a product
Partnership	a business owned by two or more people called partners
People	those who will do the work to make the product
Personal Selling	a person convincing a customer to buy a product
Price	the cost of an item to a buyer
Production	producing a product
Productivity	the number of products produced by a worker
Profit	the money left over after all expenses have been paid
Reference	a person who can tell an employer about a job applicant
Selling	offering a product or service in exchange for money
Service	work done to help others
Skills	an ability gained from training or practice
Sole Proprietorship	a business owned by one individual called a sole proprietor
Unit Production	one worker producing a complete product

Junior Achievement®

Copyright • 1994
Junior Achievement Inc.
Colorado Springs, Colorado

The text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storing in an information retrieval system, or otherwise except in the course of conducting a registered Junior Achievement class or with the permission of the publisher.

Printed in the United States of America
96 95 10 9 8 7 6 5 4 3 2